

# HARRIS-STOWE STATE COLLEGE

## GENERAL INFORMATION

### About the Institution

- Harris-Stowe State College was founded in 1857 by the St. Louis Public Schools as a normal school. In 1979, the college became the newest member of the state system of public higher education. Harris-Stowe State College is a moderately selective, baccalaureate-level institution serving the St. Louis City area.

*Source: 1996-1998 Harris-Stowe State College Bulletin*

- Enrollment\* **1,735** (1,735 undergraduates)

White	23.3%
African American	72.4%
American Indian	0.1%
Asian	0.2%
Hispanic	0.7%
Other	3.1%

Missouri residents 94% (undergraduates)

Male	31.5%
Female	68.5%

*\*Fall 1998 Headcount*

*Source: Missouri Department of Higher Education (<http://www.mocbhe.gov/acadafrs/stats>)*

*Tables 8.1, 8.2, 21.1 & 21.2*

- Entrance Requirements

Prospective students must graduate from secondary school or earn a GED; complete the Missouri high school core curriculum; and have a composite ACT score of 20 or have a high school graduation class rank percentile and ACT composite percentile that total at least 92 (requirement for full-time admission).

*Source: 1996-1998 Harris-Stowe State College Bulletin*

- Average ACT Score<sup>1</sup> 1993 Freshmen Class\* 17

*\*Fall 1993 Degree-seeking, ACT-Tested First-time Freshman, 1993-1994 Statistical Summary of Missouri Higher Education, Missouri Coordinating Board for Higher Education (Tables 1.1 & 1.2)*

- Tuition & Fees, Typical Full-time Undergraduate Student\*

<u>Missouri Resident</u>	<u>Non-resident</u>
\$2,490	\$4,905.30

*\*1998-99 academic year*

*Source: Missouri Department of Higher Education (<http://www.mocbhe.gov/acadafrs/stats>)*

*Table 3.1*

### About the Education Program

- The Board of Regents of Harris-Stowe State College defines governance as those processes and activities related to policymaking and monitoring of the major operations of the institution in its endeavors to accomplish its state-mandated mission and purposes. Governance of the teacher education unit involves policymaking and monitoring responsibilities for the entire program. The

governance process begins at the department level and includes 1) initiation and/or approval of policymaking related to the teacher education program and monitoring of proposals affecting teacher education as well as others that have college-wide implications, 2) initiation, facilitation, and promotion of teacher education program development, 3) overseeing and evaluating teacher education programs, and 4) establishing and monitoring student academic assessment plans.

Under this general governance process, any member of the unit faculty may present a written proposal affecting an academic/policy matter to the department director. The director, in turn, presents the proposal for review and possible action to the departmental ranked faculty. Following action at the departmental level, the proposal is submitted to the Teacher Education Governance Committee. The committee is chaired by the Teacher Education Department director and is composed of representatives from all institutional constituencies, including faculty, staff and students. All recommendations developed or considered by the committee are forwarded to the vice president for academic and student affairs for consideration and also to the Faculty Assembly for informational purposes. The vice president for academic and student affairs reports the final action on such proposals to the director of the Teacher Education Department.

*Source: Harris-Stowe State College, April 1999*

## • Enrollment in Undergraduate Professional Education Programs\* 103

White	41%
African American	54%
American Indian	.9%
Asian	0%
Hispanic	2.9%
Other	.97%
Missouri residents	95%
Male	20%
Female	80%

*\*Fall 1997 Headcount (full-time students)*

*Source: Institution AACTE/NCATE Report, Oct. 1, 1998, & Harris-Stowe State College, April 1999*

## • Education Program Entrance Requirements

Prospective students must

1. satisfactorily complete all parts of the C-BASE
2. earn at least 48 semester hours of college credit applicable to the B.S. degree in education
3. satisfactorily complete all general education requirements for the degree program selected
4. be in an unconditionally satisfactory academic progress status, as defined by Harris Stowe
5. demonstrate acceptable penmanship, either by passing a test or by satisfactory demonstration of penmanship as required in EDUC 0319 (not required for secondary teacher education majors)
6. meet basic competency as defined by DESE
7. submit a completed Moral Character Verification Form to the Office of Academic Advisement
8. participate in a formal interview
9. complete a 60 clock-hour aide/volunteer experience

*Source: 1996-1998 Harris-Stowe State College Bulletin*

## • Information about Education Program Completers<sup>2</sup>

### Recommended for initial Missouri certification in 1997 155

Age	
Under 25	21.29%
25-34	42.58%
35-44	25.16%
45-54	9.68%
55 and over	1.29%

*Source: Missouri Department of Elementary and Secondary Education*

Average ACT score<sup>3</sup> (for initial Missouri certification in 1997)

18.1\*

\*ACT Inc. Research Services (scores since 1989 only)

## C-BASE scores<sup>4</sup>

Passed all five subjects *first time*

Took Test	Passed all Subjects	English			Writing			Math			Science			Social St.		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
127	44	240	418	303	240	406	300	237	421	311	244	398	309	238	470	330

Passed all five subjects, *one or more attempts* through December 1997

Took Test	Passed all Subjects	English (314)*			Writing (318)*			Math (319)*			Science (308)*			Social St. (309)*		
		Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn	Min	Max	Medn
131	127	235	418	279	235	406	287	236	421	267	235	398	276	235	470	280

\*state median score

Source: Assessment Resource Center

Employed in Missouri public schools<sup>5</sup> in 1997-98\*

104 (67%)

Missouri public school districts employing Harris-Stowe State College

1997 program completers 21

Major employers of Harris-Stowe State College 1997 program completers

Jennings 4

Special School District of St. Louis County 6

University City 8

Normandy 12

St. Louis City 51

\*Does not include individuals employed in public schools in another state, employed in private schools in Missouri or another state, or who received their teaching credentials but were employed in another field or unemployed

Source: Missouri Department of Elementary and Secondary Education

## RESOURCES

### Institution

- Full-time Faculty at Harris-Stowe 47

Source: 1997-1998 Statistical of Summary of Missouri Higher Education; Missouri Coordinating Board for Higher Education

### Education Program

- Full-time Education Program Faculty 16

White 12

African American 3

American Indian 0

Asian 1

Hispanic 0

Other 0

Male 3

Female 13

Doctorate Degree 11

Missouri Teaching Certificate 15

National Board Certification 0

- Adjunct Education Program Faculty 39

Full-time with the institution, part-time in education	9
Part-time in education	30

Source: Institution AACTE/NCATE Report, Oct. 1, 1998, & Harris-Stowe State College, April 1999

## EDUCATION PROCESSES

### Institution

- Student-to-Faculty Ratio\* 14:1
- Average Class Size\* 18

\*undergraduate program

Source: Harris-Stowe State College, April 1999

### Education Program

- Student-to-Faculty Ratio not yet available
- Average Class Size not yet available

- Practical Experience Requirements for Education Majors

All teacher education majors are required to participate in classroom experiences with children and youth. The experiences are designed to provide students with actual school-based, pre-professional teaching activities. A minimum of 60 clock hours as a classroom aide or as a volunteer are to be completed prior to the student's admission to the professional level of the teacher education program. Each education program has practica and/or site-based requirements in a classroom. Student teaching provides supervised clinical experiences in which students plan and implement instructional activities, work with teachers, administrators, resource personnel, and parents in a pluralistic school setting. The college requires a minimum of two credit hours of Introductory Field Experience, practica or site-based experiences, and eight to 12 semester hours of student teaching.

Source: Harris-Stowe State College, April 1999

- Developmental School not yet available
- Co-curricular Programs not yet available
- Accredited, NCATE (National Council for Accreditation of Teacher Education)

Source: National Council for Accreditation of Teacher Education Web Site

## PERFORMANCE

- Missouri certificates\* issued in 1997 to Harris-Stowe education program completers, by subject area and grade level

Subject Area	Grade Level	Recommended for Certification
Biology	7-12	3
Early Childhood Education	PK-3	20
Elementary Education	1-6	1
Elementary Education	1-8	105
Elementary Education	1-9	2
English	7-12	9
General Science	4-8	2
Language Arts	4-8	23
Mathematics	4-8	3
Mathematics	7-9	1
Mathematics	7-12	12
Middle School Education	4-8	2

Mild/Moderate Behavior Disorder	K-12	4
Mild/Moderate Learning Disability	K-12	6
Mild/Moderate Mental Handicap	K-12	1
Social Studies	4-8	27
Social Studies	7-9	3
Social Studies	7-12	8
Unified Science: Biology	9-12	1
Total		233

\*Number of certificates issued, not number of graduates

Source: Missouri Department of Elementary and Secondary Education, Certification Section

- Performance of Program Completers on National Teachers Exam\*

<b>Test Window 10-1-96 to 9-30-97</b>					
Subject Area	Qualifying Score	Total Group	Mean	Number Passing	Pass Rate
Biology	480	6	573	6	100.0%
Early Childhood Education	500	13	563	11	84.6%
Education in the Elementary School	520	129	550	96	74.4%
English Language and Literature	500	20	484	10	50.0%
Mathematics	550	19	552	12	63.2%
Professional Knowledge	638	8	649	7	87.5%
Social Studies	500	17	501	10	58.8%
Total		212		152	71.7%

\*Represents number of individuals who took the NTE during the test window but may not include all those recommended for certification

Source: Educational Testing Service

- Follow-up on Harris-Stowe Program Completers

Education program completers who received initial Missouri certification in 1992

**69**

*Employed in Missouri public schools in*

1993-94	44 (64%)
1994-95	42 (61%)
1995-96	43 (62%)
1996-97	47 (68%)
1997-98	48 (70%)

*Employed in Missouri public schools in 1997-98, with master's degree*

14 (20%)

*Employed in the same Missouri public school district in*

1993-94	44 (64%)
1993-95	39 (57%)
1993-96	37 (54%)
1993-97	36 (52%)
1993-98	34 (49%)

*Certification Status as of Sept. 1, 1998*

Holding Valid PC I	6 (9%)
Holding Valid PC II	44 (64%)
Lapsed <sup>6</sup>	19 (28%)

Source: Missouri Department of Elementary and Secondary Education

## Major Employers<sup>7</sup>

### Missouri school districts employing Harris-Stowe graduates\* 86

Harris-Stowe State College had 2,453 graduates teaching in Missouri public schools during the 1997-98 school year.

St. Louis City employed 62.53 % (1,534) of the 2,453 graduates teaching in Missouri public schools during the 1997-98 school year.

The top employers of the remaining 919 graduates teaching in Missouri public schools during the 1997-98 school year

University City	57 (6.20%) of 919
Ferguson-Florissant R-II	74 (8.05%) of 919
Special School District St.-Louis County	82 (8.92%) of 919
Normandy	83 (9.03%) of 919

*\* Includes all graduates of Harris-Stowe teaching in the district, not just those who completed the education program  
Source: Missouri Department of Elementary and Secondary Education*